**Draft Scope and Sequence – English.** Wider reading 7-9. Ongoing grammar activities 7-9?\* (\* = booklist) (\_in student products = possible CAI) (NS = Not started S = Started, AF = Almost Finished, F= Finished)

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| Term | 7 – Unit Title + W  Key Learning Goals | Key Student Products  (Resources) AC Links | 8 – Unit Title + W  Key Learning Goals | Key Student Products  (Resources) AC Links | 9-– Unit Title + W  Key Learning Goals | Key Student Products  (Resources) AC Links | 10 - – Unit Title + W  Key Learning Goals | Key Student Products  (Resources) AC Links |
| 1 | *Transition + Independent Reading 4*  Learning different reading strategies  AF | Setting up reading journal | *Reporting the News – 7*  TV news, print and online news articles  Understand purpose of news- adverts v truth?  Develop skills in analysing persuasive texts – look at one issue reported in news- current affairs  Learn about form of news reports – digital, print , TV  Watch, read range of news reports on one issue current affair | 1-Group oral – creating own persuasive news report on current issue  2 – Write own opinion piece for newspaper on issue  3 – Charts analysing how issue covered in different print/multimodal/digital media.  4 – Simple analysis of persuasive news report - issues | 10 \* *Tomorrow When the War Began/Asia and Australia – Novel and Theme*  Comparing novel and film – how meaning created  Developing research skills for information texts – WWII Asia and Australia – history of (relates to AC cross curricular strand)  F | 1-TEEL Text response structure on novel – comparing opening in book and film? Or themes/characters? (sem 2)  2-Writing start of next novel and comparing with Marsden’s  3- Research results around WWII, Asia and Australia ???? News article form??  4 – Change narrative voice for written | *10 – \* Macbeth*  Understand where meaning resides in drama – script + voice/light etc  Compare interpretation in diff films  Understand historical context and Shakespearean lang  Understand character/theme  Develop skills in writing for different form/audience  S – half way  (itunes app) | 1-Journal entries by key characters  2-News articles of key moments  3 - Modern versions of key speeches and visual/cartoon/digital versions too  4 – TEEL text response essay  5- Orals?? |
| 1 | *All About Me 6*  Non-fiction Autobiography  1-Understanding range of short autobiographical texts  2 -Purpose, context, form, audience in writing  3-Drafting/editing  4- Oral skills – informative  AF | 1 – Autobiographical Written Piece – Draft and Final  2 – Box of Me Oral – solo oral  (Unit done. Could add – Trial of Anna Cotman, Born to Run – Cathy Freeman) | *6 Things a Map Won’t Show You\* –* Short Stories/Comic Strips etc-  Understand short story form  Develop skills in short story writing – plot/descriptive writing/dialogue etc  Explore creation of humour – cultural differences  Understanding of aboriginal/torres strait islander cultures S | 1-Own group short story – exploring connection to place?  2-Reviews of pieces – written in appropriate book review form and for partic audience (teens etc)  3 – Essay comparing use of humour in atleast two pieces – how humour created. Different cultural understanding of humour? Use TEEL structure. | Carry on Tomorrow When the War Began  **Year 9 – Term 2**  AF *Exploring Issue – Reality TV – 6*  TV multimodal  Understand charactertistics of genre  Develop skills in speaking and writing persuasively (pros and cons of reality TV)  Develop skills in written analysis of persuasive language(Doubles as NAPLAN prep which is in week 5 of term 2) | Year 9 Term 2  piece 1-Charts and diagrams analysing components and elements of genre  2-Own script? Role Play?  3-Written persuasive piece – their point of view on reality TV (Also NAPLAN prep) – do at start  4-Written analysis of opinion piece about reality TV.  (Cambridge 1 p.239-249) | ***Year*** *10 – Term 2*  *7 - Exploring issue – Documentaries*  Supersize Me. Bowling for Columbine (both in English library area)  Understanding documentary genre + film techniques  Revise, expand knowledge of persuasive techniques and ability to analyse in writing  Developing skills in oral presentation - learn citing refs  AF | 1-Written analysis of how documentary persuades (issues)  2-Research into topic of choice – can be same as documentary  3- Oral presentation – their opinion on controversial topic of choice – can be on documentary.  (See Cambridge 2 70-102 for documentary genre) |
| 2 | Persuasive writing + naplan Pre – 4 weeks  Film Text – Cross-curricular – linked to robotics. Possibly Hugo? – 6 weeks  Film text and excerpts from original novel that includes pictures  Learn film language  Understand how meaning conveyed differently in film and print  Learn storyboarding and screenplay form  NS | Persuasive written piece  Simple analysis  1-Essay comparing film and novel openings.  2-Create storyboard for ‘extra’ bit of story.  3 – Create film script for part of novel not in film.  4 – Create film trailer | *Finish Things a Map Won’t Show You*  *More than one English7*  Websites, brochures  Understand impact of English on other langs/dialects and influence on English in return – focus on Singlish  Developing strategies for reading travel websites, brochures, information texts  S – half way |  | 4*– Film Text – humour and Bran Nue Day* | I’d like to suggest doing Bran Nue Day alongside Humour – see English for Aus Curric book 2 p. 142 onwards | *Australian Voices – 6* Range of non-fiction, fiction, multi-modal, poetry etc - clips  Understand Standard Australian is changing and has changed – via viewing, reading range of texts  Consider own voice within thishistory  Consolidate grammatical knowledge of standard Australian – how lang empowers, excludes etc | 1-Create own language autobiography – (Sem 2)describing languages used and why and comparing with older Australian – including intro giving overview to evolution of Australian |
| 3 | *Poetry – 5*  Reading range of poems (include asian and indigenous  Understanding rhythm, rhyme, syllabic forms, ballad form, imagery and other poetic techniques  Developing skills in creative writing and drafting  Developing skills in written analysis of language  F | 1-Oral – pairs/group readings of poems  2 Anthology – digital or paper. 3 own and 3 published with commentaries (analysis)  3 Group creation of poem using simile/metaphor appealing to senses.  4 Group Ballad | *\*Novel – Coraline – 10* Gothic/Horror Genre  Understand how meaning conveyed differently in print novel, multimodal (film), graphic novel  Understand gothic genre  Understand how intertextuality works (compare Alice in Wonerland)  Further develop text response skills  NS | 1-Comparative essay – novel versus film versus graphic novel - TEEL  2-Own horror writing – choose form can be graphic novel  3-Character profile?  4-Chart of gothic genre – oral?  (Cambridge 1 p.124-152) 5 | *5 Is Australia Racist?* (Can we include some ideas on Asia and Australia from Tomorrow When War Began?  Range of non-fiction text, Aboriginal Cross-Curricular link. Could show Harry’s War?  Develop note taking skillsDevelop persuasive writing skillsDevelop intercultural understanding  NS?? Go Back to where you came from – school version??? | 1-Chart analysing racist attitudes  2-Persuasive Essay  3-Oral?  (Unit done by GRA)  (See chap 10 from Strategies that Work for teaching ideas on non-fiction ) | Continue Australian Voices –  Novel - \**Jasper Jones 10*  Explore use of narrative voice –first person  Develop skills in writing in different forms  Understand racism/Cultural context – deep south  Intertextuality – Jasper Jones and TKAM  Themes and character – explore  S | 1-Changing narrative voice  2-Do range of different written pieces – journals, news articles, descriptive writing, scripts to engage with novel (NOT comprehensions questions)  3 – TEEL text response  4 – Oral – act out section? |
| 3 | *Tuck Everlasting 6 – Integrated Unit - Water*  *AF* | 1 – TEEL essay |  |  | 8 -*Sci-Fi Genre*  Exploring genre using range of film clips, short stories, excerpts from novels etc  Develop skills in comparison  Understand parody  (Galaxy Quest, Hitch-hikers’ Guide –The Chrysalids – S | 1-Group sci-fi spoof story? – graphic form, video, cartoon ?  2-Charts and posters analysing key elements | Jasper Jones? - goes into Term 4 too |  |
| 4 | *Tuck EVeIntegrated Unit -4 continued*  *Issues Study – Asylum Seekers – Boy Overboard – Debates etc – 6 weeks. Consolidate research skills? Etc*  *S* | 1-Group Y chart – think/explore/puzzle pre Afghan research  2-Research aspect and **choose form to present results** (oral, article, comic strip, poster) | *Fairytales – 5;?*  Read range of old and new fairytales – explore elements of genre – structure, hero/stephmothers etc  -Print and multimodal texts (film) – Hoodwinked Ed Sissorhands????  S? | 1-Charts reviewing fairytales  2 – Create own picture book of fairytale  3- Oral ?  (GRA, HYL, MNT all have resources)  (Should this include Greek myths????) | Finish Sci-Fi Genre |  | *Film Text – Donnie Darko/ 6*  Explore themes/charactertisation  Develop text response skills  AF | 1 – Charts on character themes  2- TEEL essay  3 – Oral related to theme |
| 4 |  |  | *Edward Scissorhands– Film-*5 |  | *Poetry and Music – 4/5*  Understand how elements of music and poetry link to each other- mood, rhythm, rhyme, imagery in lyrics etc  Understand sonnet form and range of Shakespeare sonnet – intro to Shakespearean language  Understand range of songs, poems sonnets. S | 1-Oral – Presenting song – say why chose, explain poetic features  2-Create ppt or other multimodal text to represent meanings in sonnet of choice  3-Essay on poem or poems (depending on level)  (Resources available form WHI, GRA and DIT? | As above |  |